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| Adjectives | | |  | Describing word usually connected to a noun, add emphasis. | | |  | |
|  | Alliteration | | |  | Repeating and playing upon the same letter. Adds emphasis and reinforces meaning, often used to create highly emotive language. | |  | |

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|  | Anecdote |  | A short account or story of an entertaining incident. Usually makes the reader sympathetic and receptive to the point. | | |  |
|  | Association | | |  | Words that create meaning beyond the litteral word. Suggests or influences the reader to respond in a certain way. |  |

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|  | Attacks/Praise | | |  | The writer attacks or praises an opponent or idea. This shows the writers contention and place the reader in agreement with the writer. |  |
|  | Bias |  | One sidedness in presentation of view/opinion. Can subjectivly influence the reader by intentionly only presenting one side of the argument. | | |  |

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|  | Cliches |  | Worn-out, over used expressions. Are farmiliar to the reader therefore can offer a shortcut to the meaning. | | |  |
|  | Colourful words and discriptive language | | |  | Words that are hightened, vivid, full of interest. Produce a picture and or an emotion which engages the reader by grabing their attention. |  |

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|  | Connotations of words | | |  | Implied meanings of words, meanings or associations that words carry beyond their literal meanings. Through careful choice of words different effects are gained and different responses. |  |
|  | Emotional appeals |  | When the reader plays on peoples emotions such as fears, insecurities, hopes and things that are valued. This can manipulate the reader to take notice of an issue by triggering an emotional response. | | |  |

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|  | Emotive Language | | |  | The deliberate use of strong emotive words to play on readers' feelings. This evokes a strong emotional response in order to force agreement from the reader. Such strong language is used to manipulate the readers point of view. |  |
|  | Evidence |  | Information, facts or statements used to support the writers point of view. Add weight to backup the readers point of view. | | |  |

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|  | Exaggeration/Hyperbole | | |  | Overstatment, magnifying the importance. Exaggeration makes a point dramatic to reinforce it. It gains attention and can arouse strong or extream emotional response. |  |
|  | Generalisation |  | A general statement that states that the case being discussed is true for a majority of people. This can appeal to our general sense of what is true and so sound authorative may pick up on prejudices in the reader and seem convincing. | | |  |

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|  | Inclusive Language | | |  | Includes the reader by assuming that we all agree or disagree. Engages the reader and may gain sympathy or persuade the reader to reject an idea or individual. |  |
|  | Irony |  | Implied or intended meaning is different, often the opposite from the literal meaning. A powerful deviced that can be effective in humiliating the opponent, makes the point obviously. | | |  |

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|  | Loaded Language | | |  | Words that re 'loaded' with associations. This is a shorthand way of belittling or discrediting someone by suggestng they are asociated with undesirable situations. |  |
|  | Metaphor |  | A comparison that describes one thing in terms of another. Can reinforce a point without mere repetition, can create intrest and engage reader. | | |  |

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|  | Pun |  | A play on words to suggest a different meaning. Positions the reader to enjoy a hoke and grabs their attention. | | |  |
|  | Reason and Logic | | |  | The use of an argument developed step by step with reasoning and evidence to support each main point. Shows both viewpoints to help establish the strength of one side. |  |

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|  | Repitition |  | Repeated words, phrases,sentence patterns, ideas. Gives emphasis and prominence to a point, makes the reader remember this point. | | |  |
|  | Rhetorical Questions | | |  | Questions that have the answer embedded in them, often using irony. Powerful device to manipulate the reader to agree because assumes the answer is obvious. |  |

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|  | Sensationalise | | |  | To exagerate abd over-dramatise an issue or point so that it assumes great importance in the publics mind, often evidence in headlines. Grabs the readers attention can invoke a sense of outrage or provke an extreme response. |  |
|  | Simile |  | One thing is likened to another using 'like' 'as... as' This clarifies and enhances an idea or situation. | | |  |

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